

Kingston St Mary Pre-School

Greenway, Kingston St. Mary, TAUNTON, Somerset, TA2 8JH



Inspection date

Previous inspection date

19 May 2015

22 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children have a good sense of belonging because staff take time to get to know them. There are familiar routines and respectful relationships, which help children settle quickly into pre-school life, ready for their next steps in learning.
- Teaching is good. Staff provide clear guidance in small group activities to promote active learning. Their positive interactions and effective questioning help children think through ideas and extend experiences, such as exploring paint and investigating water. Therefore, children develop good communication and language skills.
- Staff observe children regularly to assess their progress. They use information about children's interests and next steps to plan a broad range of experiences. The manager monitors this closely, which ensures all children make continually good progress from their starting points, including those children who have special educational needs and/or disabilities.
- Partnerships with parents are strong. Parents receive a wealth of information about their children's achievements and are actively involved in their learning.
- The system for self-evaluation has greatly improved since the last inspection. Staff, committee members and parents contribute to the action plan to drive improvement. The strong staff team are working cohesively to enhance planning systems and to develop the outside environment.

It is not yet outstanding because:

- Staff do not always use resources, including picture cues and visual timelines for example, to support children's understanding of expectations, to help focus their attention when listening to stories or engaging in rhymes.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's learning further during daily activities so they are more aware of expectations, to help them focus their attention and promote continuous learning.

Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector spoke with the chairperson, staff, parents and children at convenient times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector sampled a range of documentation including children's learning diaries, written comments from parents and self-evaluation.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are keen to join in with a broad range of activities. Staff training has improved children's opportunities to be more adventurous in their play, such as in their climbing and swinging on ropes and tyres. Staff regularly celebrate children's birthdays, which heightens children's self-esteem. Children thoroughly enjoy making a cake to share with their friends. They competently talked about the process as they mixed ingredients; one child stated 'It's a mountain a flour,' and another, 'I'm like a baker', using language well to make connections between experiences. Staff sensitively correct children's language and help them to expand their vocabulary. Children use mathematical language well as they compare their ages and respond well to effective questioning, which introduces them to early calculation skills. Children thoroughly enjoy exploring paint. They mix colours together on the table to print their images, demonstrating curiosity at the new colours created. Children explore different sounds well as they add instruments, saucepans and utensils to their creative play. The learning environment is well equipped and organised so that children can make these independent decisions about their play.

The contribution of the early years provision to the well-being of children is good

Staff model safe and hygienic practices well, ensuring they routinely meet children's care needs. Children competently explained the need to wash their hands before they bake to get rid of 'germs'. Staff use many opportunities to help children understand personal safety, such as putting seatbelts on before they sing their driving song. Children develop good independent skills for their future learning, such as putting aprons on and changing wet clothing on their own. Staff respect children's play and provide a two-minute warning, meaning children can finish their activity. Staff are calm and support children's understanding of how to manage feelings and behaviour well.

The effectiveness of the leadership and management of the early years provision is good

Staff have a good understanding of their responsibilities to safeguard children and follow appropriate procedures should they have any child protection concerns. They provide a safe and secure environment, and follow policies and safe working practices effectively. There are robust systems to ensure that staff are suitable for their role through effective recruitment, induction, supervision and appraisal arrangements. Staff improve their skills through regular training, staff meetings and contact with other early years settings. This enables the sharing of best practice to improve teaching and learning. There are good partnerships working with other professionals to support children with special educational needs and/or disabilities.

Setting details

Unique reference number	EY413524
Local authority	Somerset
Inspection number	832091
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	44
Name of provider	Kingston St Mary Pre School Committee
Date of previous inspection	22 March 2011
Telephone number	01823 452319

Kingston St Mary Pre-School is a committee run group which registered at its present location in 2010. It operates from a single storey building on the grounds of Kingston St Mary Primary School in Somerset. The pre-school opens Monday from 10.45am until 3pm and Tuesday to Friday from 8.45am until 3pm, during term time only. The pre-school receives funding for the provision of early education for children aged two, three and four years. They support children with special educational needs and/or disabilities. The manager has Early Years Professional Status. She is supported by four members of staff. The deputy holds an early years qualification at Level 6, two staff hold early years qualifications at Level 3 and one holds a qualification at Level 2.

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